

The
Early Years Count
Literacy
Connection



The Big Slide

Written and illustrated by
Daniel Kirk

Infant/Toddler edition

Overview of Book

Pup really wants to go down the big slide but it is SO BIG! How will Pup feel brave enough to try? When will Pup be brave? Maybe tomorrow.

Genre: Picture book

Vocabulary

Books are a rich source of words new to children. Here are some words from *The Big Slide* to introduce in your room:

brave emotion words
tomorrow slippery
prepositional/directional terms

Each time you read the book, highlight 2 or 3 words.

Use age-appropriate definitions and/or refer to the illustrations to help children understand each word's meaning.

Use the new words throughout the day, reminding children, "That's a word from our story!"

Connecting with HighScope Curriculum

COR Advantage 1.5

Approaches to Learning
Item A (*Initiative and planning*)

Social and Emotional Development
Item D (*Emotions*)

Mathematics Item T (*Geometry*)

Physical Development and Health Item I (*Gross motor*)

Reading Tips

Ask the children if they have felt scared to try something. Introduce Pup by saying, "He sees the new big slide and really wants to go down but he feels scared." Read with the empathy the group will have for Pup. Acknowledge the time it takes Pup to be brave enough, and that he needed the help of a friend. During the read, ask, "How is Pup feeling here?", "Why is Pup making this face?" and, "How would you feel?"

Three readings are recommended to familiarize children with the story. During each reading the adult can introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Refer to the playground map inside the front and back cover of the story and use maps of the classroom at **Planning** and **Recall Time**.

Use counting bears and small blocks for children to play with at **Small Group Time**. Encourage the use of terms like *across*, *up*, *down*, *around*, and *through*.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Make slides for toys and dolls in the **Block Area**.

Add cardboard pieces in the **Woodworking** or **Art Area** for children to create slides and ramps.

Place other books in the **Book Area** that are about strong feelings. Titles include, "The Rabbit Listened" by Cori Doerrfeld and "The Little Engine That Could" by Watty Piper.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These "wondering aloud" questions support children's developing focus and attention as they encourage young children's capacity to make connections and see possibilities.

Here are some questions you might ask for *The Big Slide*:

What have you done that was scary at first?

What do you like best on the playground? Why?

What is something you are excited to try?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—
574-237-9740

@ Home

Since many children in our county will have this book at home, use it to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *The Big Slide* with their children. Here's a sample message you can send:

While reading this story with your child, allow time for conversations around the feelings of Pup, the main character. Ask questions like, "Have you felt this way? Scared to try something?" Take a look at details in the story. Notice the leaves changing in some pictures and the author's use of season names to mark the passage of time. Offer, "It seems that Pup tried for a long time to feel brave enough to go down the big slide." When Pup meets a new friend and together they go down, talk about how we get strength from family and friends. Acknowledge how important it was that Pup's mom allowed Pup to make the decision when it was right for him.